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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources is designed to introduce the individual student to independent career exploration. The introduction includes an overview of the unit, course objectives, course strategies, and a suggested time table. The lesson plans, organized according to objectives, activities, and resources, cover: introductory strategies, a self-analysis quiz, learning to use occupational information, independent career exploration, decision making, and student self-evaluation of career maturity. Suggestions are offered for activities focusing on decision making, additional individualized lessons, interpretation and administration of student self-analysis tests, and group counseling. Teaching strategies include audio-visual presentations, student displays and reports, simulations, a career exploration notebook, role playing, demonstrations, and exploration trips. The appendix contains procedures, suggestions, and forms for exploration and field trips; student handouts; the self-analysis questionnaire; and resources. (JB)

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CAREER EXPLORATION 9 – 10

INDEPENDENT CAREER EXPLORATION

Tentative Copy
1973

CAREER DEVELOPMENT K – 10

CINCINNATI PUBLIC SCHOOLS

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CAREER EXPLORATION

CINCINNATI PUBLIC SCHOOLS

Grades 9 - 10

INDEPENDENT CAREER EXPLORATION

(Tentative Copy)

First Edition
1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh

Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activties and information about how a student can explore a career independently rather than as part of a group career exploration program.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Mr. Victor Carman, Counselor at Aiken High School. Mr. Jack Ford, an instructional consultant, conducted the curriculum development under the general supervision of Mr. Ralph Shauck, coordinator of the Instructional Services.

TABLE OF CONTENTS

Endorsement i

Rationale ii

Foreword iv

I. INTRODUCTION 1

A. Definition of Career Area 2

B. Course Objectives 2

C. Course Strategy 3

1. Introductory 3

2. Procedures 3

3. Evaluation. 4

4. Exploration Trips 4

D. Suggested Time Table 4

II. CAREER EXPLORATION ACTIVITES 5

A. Where to Begin 6

B. Exploratory Activities . . . . .

1. Introduction to Course 7

2. Self-Analysis 8

3. Occupational Information 9

4. Learning to Use Career Information 10

5. Independent Career Exploration 11

6. Decision Making 12

7. Conclusion and Evaluation 13

8. "Student Self-Analysis of Career Maturity 14

III. Appendix 15

I. INTRODUCTION

A. Definition of Course

Independent Career Exploration deals with career exploration by individual students, each finding out about an occupation independently, rather than the researching of a career area by a class or group of students. Students are assigned to a teacher as members of a class, and some of the activities will be done as a group, but the actual career exploration will be carried out separately by each student.

Independent Career Exploration would provide those students interested in an occupation, for which a career exploration course is not provided, an opportunity to develop that interest. Each student who wishes to elect this offering should have made a tentative career choice based upon some career related activities. This experiences could include subjects taken in school; part-time and summer work, school and community activities, hobbies and leisure time experiences.

B. Course Objectives

The objectives of this course are to provide students with:

1. Surveys and tests to enable them to better understand their interests and abilities.

2. Activities which will enable them to know what factors should be considered in the exploration of a career.

3. The knowledge and opportunity to use the Dictionary of Occupational Titles, the Occupational Outlook Handbook and other reference and resource materials available for career exploration.

4. A guided experience in making contacts with resource people and in making use of institutions and facilities in the community, from which they can gain first hand information and hands-on experiences in the career which they are exploring.

5. The skills to make decisions regarding their future vocational plans.

6. The opportunity to use the decision making process in planning career goals.

7. A method for exploring any career at any future time in their lives.

8. Help in developing acceptable standards of behavior such as desirable personality, emotional control, dependability, responsibility, and loyalty.

C. Course Strategy

1. Introductory Activities

a. Provide the teacher of this course with a list of the enrolled students as early in the school year as possible.
b. Early in the school year, provide the teacher with an opportunity to meet with the students of this course to present to them an overview of the course, to obtain the name of the career each student plans to explore and to explain the procedure for exploration trips.
c. Make available to students the "Career Exploration Trip Permission Forms" and the "Exploration Trip Report" forms, (See Appendix B,C,D) which are to be completed and later returned to the teacher of this course.
d. Students will be encouraged to make appropriate contacts, to take exploration trips and participate in other periods before and after the term in which the course is to be taught.
e. All students, insofar as possible, will take a vocational aptitude test prior to the term the course is taught.
f. Students who wish to take photos on their exploration trips are to be given instructions as to the procedure for learning how to use the school camera, how to check it out and the number and type of pictures to be taken.

2. Procedure

This course is centered around individual career exploration, conducted under the guidance of the teacher. Students will explore a career by means of audio-visual presentations, student preparation of displays and reports, demonstrations, role playing, interviews, simulations, exploration trips and hands-on experiences. Teacher instruction is to be limited in favor of involving students as much as possible.

Each student will put together a career exploration notebook, during the term of the course, which will be turned in upon completion of the course.

3. Evaluation

Evaluation of this course will include a comparison of the number of responses made on a survey taken by all students, on the first day, with the number of responses made on the same survey, administered to these same students on the last day of the course.

Futhermore, it is planned that the teacher administer a set of questions, related to human developmental areas, which would be the terminal activity of this course.

4. Exploration Trips

A special experience being planned for students in every career area is an exploration trip. Effort has been made to make this as simple as possible for the classroom teacher. (See Appendix B.)

D. Suggested Time Table

EXPLORATION ACTIVITIES

TITLE	DAYS
Introductions to Course	2
Self-Analysis	5
Occupational Information	3
Learning to Use Career Information	2
Career Exploration	6
Decision Making	2
Conclusion and Evaluation	2
Student Self Analysis of Career Maturity	1
Total	23

An additional 23 days are to be used (at the teachers discretion) on "Decision Making," Additional Individualized Explorators, Interpretation and Administration of Ovis and Gatb Tests, Group Counseling, or similar activities. Another alternative could provide two 5 week sections of this course in each quarter.

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY #1

Introduction to Course

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
1. Systematically collect and organize career information.	1. Each student is issued a file folder for the purpose of keeping notes, hand-outs, pamphlets, clippings etc. which are related to the career they are exploring. Students are also issued a notebook cover in which to assimilate these materials into a notebook on their chosen career.	Class set of file folders Class set of notebook covers
2. List as many factors about themselves and the world of work which would help them in making a career choice.	2. Without prior discussion, all students are to make a list of those factors they believe a person should know about themselves, about the world of work and about career information on which the choice of a career should be made. CAUTION: The teacher should collect and save this list as it will be used in conjunction with the first activity under "Evaluation," in the evaluation of this course.	Class set of lined paper
3. List at least five experiences they have had which contributed to their making tentative choice of career. Student will be able to record basic data and feelings about themselves which relate to past experiences and future plans.	3. Teacher is to discuss with the students how a person arrives at a tentative career choice	See "Experiences....Choice" (E-1)
	4. List the reasons for choosing the career which is to be explored.	Class set of "Cincinnati Public Schools Senior High School Student Information" folders - contact Victor Carman, Aiken High School (681-8484)

OBJECTIVES	ACTIVITIES	RESOURCES
	5. Each student is to complete a Cincinnati Public Schools Senior High School Student Information folder, listing data relative to career choices. (Each student will save this folder, in which to insert data gathered in his self-analysis.)	

EXPLORATION ACTIVITY #2

Self-Analysis

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
1. Identify personal traits about themselves which will aid in career exploration.	1. Take the "Interest Check List"	Order Class Set from Divisio... of Guidance services Columbus,O.
	2. View film, "What Do We Look Like to Others"	Film: "What ...Others" (F-5b)
2. List at least five significant items of data about themselves which have been obtained from school records.	3. Take the "Self-Analysis Quiz."	See "Self-Analysis Quiz" (E-2)
	4. Teacher is to explain the meaning of stanines and percentiles.	See "Stanine" (E-3)
3. Identify at least five personality traits considered important in a prospective employee.	5. Teacher gives each student a copy of his secondary school record. NOTE: Teacher is to request assistance of head secretary, and ask that the IQ be omitted in making the copies.	
4. List at least 10 categories of native abilities that are related to various careers.	6. Examine significant data on school record.	
	7. Complete the "Self-Analysis Questionaire"	See "Self-Analysis Questionaire" (E-4)
	8. Each student will write a personality sketch of the kind of person they would hire for the job of their choice, if they were a company employment manager.	
	9. Have role-playing where 3-5 students interview for a specific job, telling the rest of the class about their skills, abilities, interests, experiences and training. Then, have each student in the class act individually as an employer and tell which person they would hire for the job and why.	F-2c

OBJECTIVES	ACTIVITIES	RESOURCES
	10. With the teacher as a recorder at the blackboard, the students will name the native abilities a person might have. Cooperatively, the teacher and students will group these traits into ability categories. Students are divided into small research teams, one for each ability category. These teams shall make a list of occupations requiring that ability. When all committees have completed their lists and filled out charts (hand-out E-5) review with the class and evalate the selections	See "Abilities and Related Careers" (E-5)
Name at least five kinds of satisfactions that people derive from their jobs.	11. Discuss the diversity of occupations in each category. Have students note the occupations that fall between categories and those that require various combinations of abilities.	
	12. Show film, "Choosing Your Occupation" to students, followed by class discussion.	Film: "Choosing Your Occupation" (F-5c)

17

EXPLORATION ACTIVITY #3

Occupational Information

Use of the D.O.T. (Dictionary of Occupational Titles)

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for three jobs of personal interest.	1. The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) 2. Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II (F-1a,1b) Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

EXPLORATION ACTIVITY #3
(continued)

Occupational Information

OBJECTIVES	ACTIVITIES	RESOURCES
Student will be able to: 1. List at least three factors that are important in obtaining a job. 2. List at least three ways part-time job experience is related to full-time work. 3. Recall at least three points relavent to the present and future job market. 4. List at least five job characteristics that pertain to the career being studied.	1. Administer the "Ohio Work Values Inventory" 2. Show filmstrip, "Requirements in the World of Jobs." 3. Have students, who have part-time jobs, take turns in telling the class what factors have been important in their getting and keeping these jobs. Then, have all students participate in discussion on how part-time jobs are related to full-time work. (consider such factors as the experience gained, recommendations for other jobs and promotions. 4. Have a speaker from the Ohio State Employment Service speak to the students about the important requirements and future outlook for a variety of jobs in the world of work. 5. Using the "World of Work" outline, student will provide data pertaining to his career. 6. Show the film "Planning Your Career," followed by class discussion.	Class set of Ohio Work Values Inventory (F-9) Filmstrip: "Requirements in the World of Jobs" (F-5a) F-2c Speaker from Ohio State Employment Service (F-8a) F-3b, See "World of Work" (E-6) Film: "Planning Your Career" (F-5c)

EXPLORATION ACTIVITY #4

Learning to Use Career Information

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. List at least three U.S. Government occupational publications and at least five other published resources (including reference books, career kits and occupational briefs) which can be used in career exploration. 2. Name at least two jobs which were not available 20 years ago and two jobs which likely will not be needed 20 years hence. 3. List at least three personal characteristics which are desirable in a job applicant.	1. Teacher takes class to library and to the career resource center to familiarize students with occupational literature and other career resources. 2. Bring want ads to class. Discuss which jobs were not available 20 years ago, which ones likely won't be needed in 20 years, which ones offer security, which involve considerable risk, which ones are advertised alot and other appropriate observations. 3. Show film, "I Want to Work for Your Company" followed by a short discussion. 4. Have role-playing situation, involving three students. One of the students acts the part of an employment counselor and the other two act as applicants competing for a job.	Make Library Appointment F-8b,8c F-1c,2a,2b,4a,4b,4c, 4d Order class sets (F-3d,3e) Film: "I Want to Work for your Company" (F-5b)

EXPLORATION ACTIVITY #5

Independent Career Exploration

OBJECTIVES	ACTIVITIES	RESOURCES
Student will be able to: 1. List at least eight kinds of experiences through which a student can explore a career. 2. Write the D.O.T. number and description of a career. 3. Name and characterize a range of occupations. 4. Identify at least three subjects each high school year, which are important to the preparation for a certain career. 5. Know of at least two post-high school institutional or training programs which provide the preparation needed for a career and list the courses to be taken in the first year of education/ training. 6. List at least three new items of information about the preparation and/or requirements for a career which was not known previously.	1. Teacher explains the concept of Career Exploration and shows students ways they can explore a career. 2. Each student writes the D.O.T. number for the career they are to explore and writes a job description of this career. 3. Students play career game, "What's My Line?" 4. Students should ascertain what specific preparation is required for their career choice and how much time it involves. 5. Each student will list the high school subjects that should be taken in preparing for the chosen career. 6. Using available resources, student will determine where training for chosen career is available and what classes are required. (Those whose career requires no post-high school training will further explore the high school preparation needed.) 7. Make an appointment to meet with a representative of one of the institutions identified in the preceding activity, to discuss the entrance and matriculation requirements.	E-7, E-8, F-2f. F-1a,1c F-2d, P-123 F-1b, Pp.652, 653 F-1c See "Cincinnati Public Schools Program of Studies" (E-9) and "Cincinnati Public Schools Curriculum Guides" (E-10) Catalogs in Counselors Offices or order from institutions. F-7a, 7b, 7c, 7d, 7e

OBJECTIVES	ACTIVITIES	RESOURCES
7. Construct a meaningful illustration, showing the important aspects of a career.	8. Students should make a collage which shows their career and the need for it in our society.	Class set of 12"x15" poster paper. Obtain large number of magazines and newspapers in addition to those students can get.
8. Replicate actual work experience in a specific occupation.	9. The students, if they have not previously done so this school year, makes arrangements to take an exploration trip to obtain "hands-on" experiences, or as close to this type of experience as possible, in the career of their choice. (Each student completes and turns in on "Exploration Trip Report" immediately following the exploration trip.)	Apprendices A,B,C,D
9. Accomplish individual objectives which will be determined by the nature of whatever optional activity the teacher and students select.	10. The teacher is to involve each and every student in a career exploration activity.	All available resources, including those in Appendix.
10. Name at least five personal characteristics which justify their career choice and at least two which would be arguments against it.	11. Students should write a detailed report on the exploration that has been conducted relative to their career, giving reasons for and against this career being a valid and realistic choice.	

22

EXPLORATION ACTIVITY #6

Decision Making

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. List and explain the three major requirements of skillful decision makings. 2. PARTICIPATE IN an experience which will improve decision making capabilities.	1. Teacher explains the decision making process, using the choice of a career as an example of a decision made by everyone. 2. All students are given the opportunity to participate in playing the "Life Career" game. (Since not every student finds the "Life Career" game a stimulating and meaningful experience, consider optional student activities, such as an additional exploration trip.	F-2e Life Career Game (F-6)

23

EXPLORATION ACTIVITY #7

Conclusion and Evaluation

OBJECTIVES	ACTIVITIES	RESOURCES
Student will be able to: 1. List at least 3 human resources and at least 3 material resources which they intend to use, during the time they are in high school, to further their career exploration. 2. List at least 10 factors a person should know about oneself. 2b. At least 10 factors a person should know about the world of work and career information which would be of aid in making the choice of a career.	1. List human and material resources which people can use to find out information about careers and the world of work. 2. Repeat Exploration Activity # 1-2, in which all students are to make a list of those factors a person should know about themselves and about the world of work and career information on which the choice of a career should be made. NOTE: The teacher should save the results of this survey, compare the results with that of the first survey and turn in a summary to the chairman of the Career Education Committee of the school.	APPENDIX F E-1, E-4

EXPLORATION ACTIVITY (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	All students are asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

25

DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the students' development, the students must determine who they are and how they relate to their environment. They must be involved in experiences which will help them to determine their relative abilities to work with people, to manipulate tools, to sense their presence in their environment, and to comprehend the laws of nature and the processes for behavioral advancements within their community.

The students will be involved with understanding their interests, aptitudes, achievements, temperament, their family peers, their society and etc.

Economics

Students must learn to see themselves as productive worker units who supports their community through efficient positive efforts as producers and consumers. They must learn that the money they receive for their work is an important factor in determining the behavior of their community through the way in which they spend their money; the way in which they are willing to work for their money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in their community.

Students must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is con erned with the students' development of a method for collecting information about jobs. It also is concerned with the students developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

Students must learn what behavior modifications (education and training) will be expected of them for certain jobs. In doing so they will learn the innate abilities they have and if these abilities can be developed to the level required to perform certain jobs they choose for their vocation.

Students must learn which educational programs will help them acquire experience that will help develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are for lack of job-related skills.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt with. This

requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and developmen

1. Self and Environment

   - What things have I done with any degree of success?

   - What things have I done that others have commended me for doing exceptionally well?

2. Economics

   - How much money have I earned?

3. World of Work

   - What jobs have I held? Describe them in detail.

4. Education and Training

   - What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

   - What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

   - Where could I get additional information about jobs and careers?

7. Self

   - What are the things I really like to do?

   - What are the things that I don't like to do?

III. APPENDIX

A. Field Trips in Career Development

B. Procedure for Exploration Trips

C. Exploration Trip Permission Form

D. Exploration Trip Report Form

E. Student Handouts and Forms (For Duplication)

F. Resources

1. U.S. Government Publications
2. Reference Books and Guides
3. Pamphlets and Periodicals
4. Career Kits and Briefs
5. Audio-Visual Aids
6. Simulation Games
7. Field Trip Locations
8. Resource People

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.

2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.

3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.

4. To thoroughly understand a career, the student needs to see the job first hand.

5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.

6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.

7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.

8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.

2. Develop an awareness of the importance of responsibility and attitude for one's work.

3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.

4. Develop an awareness of the interdependence of the student and all workers.

5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

6. Develop an awareness that workers are not necessarily associated with or limited to a specific location and an understanding that there are many kinds of work within specific sites/fields.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsibile for observance of the guidelines by participating staff members.

2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.

3. There should be planning of each trip well in advance.

4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.

5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.

6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.

7. Teachers should justify the trip in relation to their instructional program.

8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.

9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.

10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.

11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.

12. There should be well planned pre- and post-activities for each trip.

13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.

14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.

15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.

17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Cousins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

   Address _____

   _____

4. Major Products or Service:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

5. Major Types of Jobs:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

6. What did you like best about this trip?

   _____

   _____

   _____

7. Did you see any jobs that you would like to do? List them.

   _____

   _____

8. What did you learn from this tour?

   _____

   _____

_____
Signature
Representative of Organization
Visited

37

E. Student Handouts and Forms (For Duplication)

1. Experiences from Which Students May Make a Tentative Career Choice
2. Self-Analysis Quiz
3. Stanine - defined
4. Self-Analysis Questionnaire and Teachers Guide to Quiestionaire
5. Native Abilities and Related Careers
6. World of Work
7. The Career Conscious Individual
8. Sequence of Career Exploration Methods.
9. Cincinnati Public School Program of Studies
10. Cincinnati Public Schools Curriculum Guide

EXPERIENCES FROM WHICH SUTDENTS MAY
MAKE A TENTATIVE CAREER CHOICE

1. Career orientation and exploration in junior high school.

2. School subjects which are related to certain careers.

3. School clubs and activities, such as: F.T.A., F.H.A., F.B.L.A., D.E.C.A., Kiwanis Key Club, Art Club, Drama Club, Stage Crew, school publications, etc.

4. Community clubs and organization, such as: Junior Achievement, explorers, Girl Scouts, Camp Fire Girls, 4-H, Civil Air Patrol, Ham Radio Amateur, and Fisher Body Craftsman's Guild.

5. Hobbies and leisure time activities, such as: writing, painting, sports, photography, model construction and repair work.

6. Part-time and summer work experience

7. Volunteer work experiences.

8. Recognition of special aptitudes or talents which are career related.

9. Having read about certain careers.

10. Audio-visual exposure to various careers, such as: television, radio, movies, field trips, tours, exhibits, fairs, etc.

11. Friends and/or relatives who work in certain fields of work or who are familiar with certain careers.

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	_____	_____	_____	Make below average grades
Learn quickly	_____	_____	_____	Learn slowly
Enjoy reading books, magazines, etc.	_____	_____	_____	Enjoy reading comics
Like school and do extra work	_____	_____	_____	Do only schoolwork that is necessary
Talk and write well	_____	_____	_____	Talk and write poorly
Good planner and organizer	_____	_____	_____	Poor planner and organizer
Like children	_____	_____	_____	Dislike children
Patient with children's questions	_____	_____	_____	Impatient with children's questions
Outgoing	_____	_____	_____	Withdrawn
Popular	_____	_____	_____	Not popular
Have large group of friends	_____	_____	_____	A few close friends
Have confidence	_____	_____	_____	Unsure around others
Give advice	_____	_____	_____	Not asked for advice
Outspoken	_____	_____	_____	Quiet
Sensitive to others	_____	_____	_____	Insensitive to others
Trust people	_____	_____	_____	Do not trust people
Volunteer	_____	_____	_____	Do not volunteer
Pleasant personality	_____	_____	_____	Do not have pleasant personality
Have a sense of humor	_____	_____	_____	"Touchy"
Not prejudiced	_____	_____	_____	Prejudiced

STANINE[1] - A stanine is a value in a simple nine-point scale of normalized standardized scores (whence the name--sta for standard, nine for nine-point scale). Scores are expressed along a scale ranging from 1 (low) to 9 (high) with the value 5 representing average performance for pupils in the reference or norm group. The percentage of cases of a total distribution of scores which fall into each of the nine stanine classifications for a normal population are shown in the graph below.

A particularly useful feature of stanines is that they are equally spaced steps, or equal units in terms of the standard deviation, in a scale--that is, a stanine 8 is as much better than stanine 6 as stanine 5 is better than stanine 3. Therefore, pupils' achievement in various areas as expressed in stanine terms is an accurate portrayal of relative strengths and weaknesses.

Stanines almost automatically indicate a pupil's standing in a subject in comparison with other pupils of similar grade placement. A pupil of stanine 7, 8, or 9 is well above the typical pupil in his grade in the subject in question, while the pupil in stanine 1, 2, or 3 is definitely below.

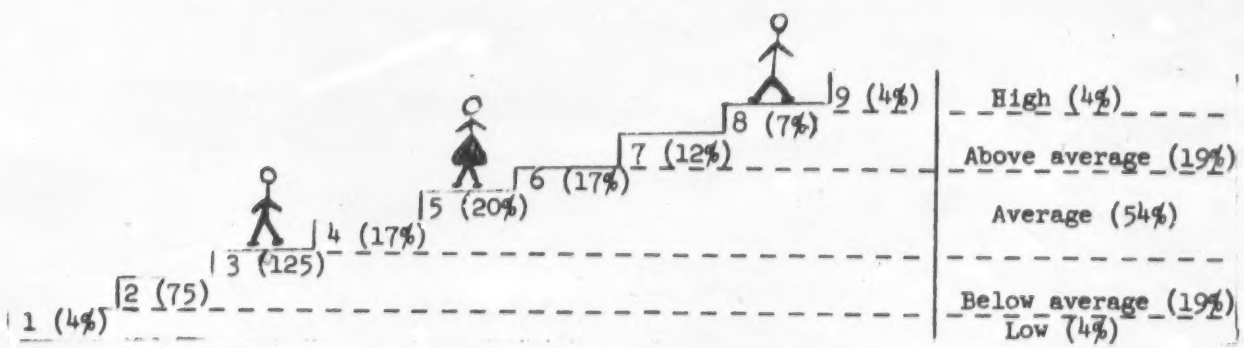
The nine levels of achievement into which pupils may be grouped according to the stanine system constitute as fine a classification as the teacher can ordinarily use to advantage in adapting instruction, or the guidance counselor need for appraisal of strengths and weaknesses.

Stanines, moreover, by definition have the same variability, or standard deviation, from one subtest to another. This coupled with the fact that stanines are single-digit numbers, makes it easy to average results from two or more subtest, with appropriate weights if desired, whenever such composites might be useful.

PERCENTAGE OF CASES AT EACH STANINE LEVEL

Meaning of Stanines

STA = Standard Score; NINE = Nine-Step Scale



[1] This explanation of stanines was taken from the Directions for Administering the Stanford Achievement Test, 1964, and Test Service Notebook No. 23, 1961, both published by Harcourt, Brace and World, Inc.

FORM II
STUDENT SELF-ANALYSIS QUESTIONAIRE

This self-evaluation form is designed to give you a rough estimate of yourself at this time in your life measured in terms of what is know about the differences of needs, interests, temperaments and aptitudes that exist in human beings. It is important that you answer the questions as honestly as possible. There will be areas where you will see options you wish were true about yourself. Answer according to what IS true, AT THIS TIME. When you are finished, I will show you how to construct a comprehensive profile, or picture of yourself to use in exploring the various careers. This is for your personal use only.

The numbers, letters and abbrevations are from the Dictionary of Occupational Titles, about which you will learn more later on. At this point, don't be concerned about what they mean.

Directions: Circle, or fill in, the number or numbers, letter or letters following each statement that best fits you.

Interests:

The following interests are paired so that a positive preference for one implies a rejection of the other. Choose only one of a pair.

A. Activities dealing with things or objects..... 1.
or
Activities dealing with people and the communication of ideas.. 6.

B. Activities involving business contact with people..... 2.
or
Activities of a scientific and technical nature ..... 7.

C. Activities of a routine, concrete, organized nature such as doing the same things the same way each time.....3.
or
Activities of an abstract and creative nature, such as playing it by ear, making decisiona, dreaming up new things and doing them..... 8.

D. Helping people, dealing with people and language in a social situation such as teaching, selling, making people comfortable. 4.
or
Activities that are non-social in nature, and are carried out in relation to processes, machines and techniques such as working in a lab, running equipment, following direction..... 9.

E. Activities resulting in prestige or esteem of others..... 5.
or
Activities resulting in tangible, productive satisfaction..... 0.

Temperaments:

Choose up to 3 of the following occupational situations which best describe those which you feel you would function the most comfortably and effectively over a long period of time.

FORM II
STUDENT SELF-ANALYSIS QUESTIONAIRS

A. Variety of duties characterized by frequent changes..... 1.
B. Doing the same thing or things every day..... 2.
C. Doing things only under specific instructions, allowing little or no room for independent action or judgment in working out job problems..... 3.
D. Direction, control, and planning of an entire activity or the activities of others..... 4.
E. Interacting with people in actual job duties..... 5.
F. Working alone and apart in physical isolation, although the activity may be integrated with that of others..... 6.
G. Influencing people in their opinions, attitudes or judgments about ideas or things..... 7.
H. Performing adequately under stress when confronted with the critical or unexpected or when taking risks such as ambulance attendants, surgeon, orderly..... 8.
I. Evaluating information against sensory judgmental criteria such as sight, sound, feel, right, wrong..... 9.
J. Evaluating information against measurable or verifiable criteria such as length, weight, size, numbers, dates, etc.....10.
K. Interpretation of feelings, ideas or facts in terms or personal viewpoint.....11.
L. Precise attainment of set limits, tolerances, or standards.....12.

Physical Demands:

I am able and/or willing to work at a job that requires: (choose as many as pertain)

Mostly sitting down..... S
Walking or standing a lot, carrying up to 10 lbs, never more than 20 lbs; if sitting, pushing or pulling arm and/or leg controls.....L
Lifting or carrying 25 - 50 lbs.....M
Lifting or carrying 50 - 100 lbs.....H
Lifting or carrying 100 lbs or more.....1
Climbing and/or balancing.....2
Stooping, Kneeling, Crouching and/or crawling.....3
Reasching, Handling, Fingering and/or Feeling.....4
Much Talking, careful listening or hearing.....5
Seeing (clearly and with discrimination).....6

Traits:

GED. Grade average. For this section use your overall average for last year.

If your average was a solid A 6
between A and B .....5 and 6
B.....5
between B and C 4
C.....4 and 3
between C and D.....3
D.....2
F.....1

FORM II
STUDENT SELF-ANALYSIS QUESTIONAIRS

SVP. Training or education. Check not more than 2 of the following training or educational periods beyond high school that best fit your needs, interests and abilities.

0-2 weeks.....	on the job training	1
1 month.....	.....	2
3 months.....	Tech. or Business school	3
6 months.....	.....	4
1 year	Junior College	5
2 years.....	.....	6
4 years.....	College.....	7
4-10 years	Graduate work in Law	8
more than 10 years	Medicine etc.	9

Aptitudes: Use these numbers to "grade" yourself relative to the following

Use these numbers to "grade" yourself relative to the following aptitudes:
1. Excellent 2. Good 3. Average 4. Poor 5. Not at all

D.O.T. CODE

G. Catch on quickly in every subject....._____
V. Read lots about different things. Comprehend well. Express myself in writing easily and well....._____
N. Can do arithmetic operations quickly and accurately....._____
S. Visualize objects in 3 dimensions with no difficulty....._____
P. Pick up critical differences and details in pictures and graphs....._____
Q. See and understand important details on written forms and lists. Pick out errors in typing, information, printing, etc. quickly....._____
K. Good large muscle coordination. Move with speed and accuracy_____
F. Use fingers to manipulate small objects quickly and accurately_____
M. Use hands well in placing and turning motions....._____
E. Coordinate hands, feet, eyes well....._____
C. Perceive similarities or differences in color and shading; recognize harmonious or contrasting colors....._____

Teacher's Guide to Self Analysis Questionaire

The Self Analysis Questionaire is taken from the D.O.T. Workes Trait Groups in Volume II (1965 Edition). A complete explanation of the weeker trait components can be found on pages 651-656 of that book. It is advisable to acquaint yourself with the material.

The numbers or letters circled by the student can be summarized into a personal worker trait profile which can then be used by the student to compare their interests, needs and abilities with those predicted for success in that particular area.

You should go over the items with the students before the questionare is filled out. It may take 2 or 3 days, the meanings of words and concepts will have to be clarified. The questionaire should not be used until you feel confident the student has a firm grasp of the meanings of choices they are being asked to make.

A full period should be allowed for the filling out of the questionaire and constructing a profile.

The profile itself should be put on a 3 x 5 card and kept by the student. It will look like those in volume II, pages 473,230,522, etc. (See page 215). You will notice, however, that Interests and Attitudes are <u>not</u> first in the profile; they were put first in the questionaire for psychological reasons. The students will put the number they have circled or filled in in the appropraite place as follows:

GED ____ ____

SVP ____ ____

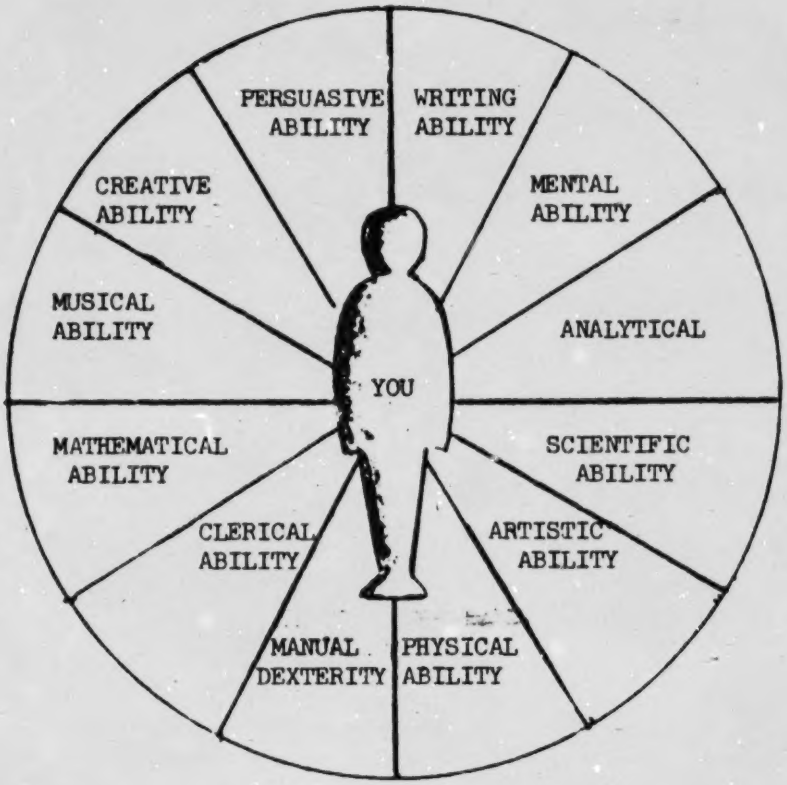
Apt.	GVN	SPQ	KFM	EC
	___	___	___	___

Int. ____ ____ ____

Temp. ____ ____ ____

NOTE: By 1976, this analysis will have been done by the counselors through OVIS and GATB test in 8th and 9th grades respectively.

ABILITIES AND RELATED CAREERS



RELATED CAREERS

PERSUASION				
PHYSICAL				
MUSICAL etc.				

THE WORLD OF WORK

Factors to Consider Relative to The Career of Your Choice

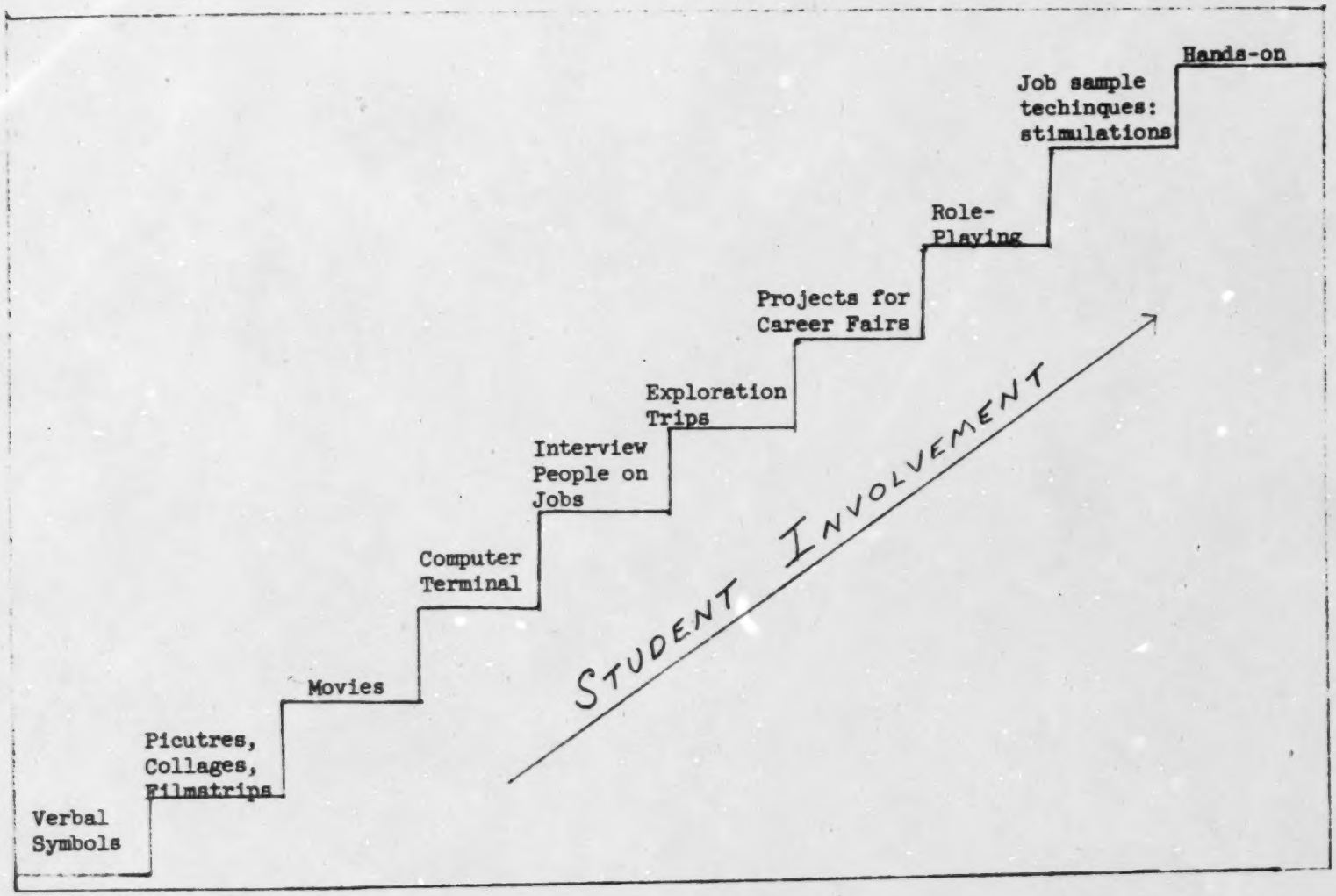
1. Educational and Training Requirements
2. Physical and Mental Requirements
3. Availability of jobs in job market (numbers and locations of employers)
4. Characteristics of jobs (in terms of Data, People, Things)
5. Working Conditions, which could include some of the following:
   a. Irregular hours
   b. Emergency times of work
   c. Length of Vacations
   d. Peak loads or rush seasons
   e. Seasonal layoffs
   f. Age ceilings
   g. Health hazards
   h. Repetitivity of work on the job
   i. Generally out of doors
   j. Contact with individuals or groups
   k. Work Environment (internal and/or external setting)
6. Earnings (Present and Future)
7. Fringe benefits and other advantageous considerations
8. Opportunities for advancement
9. Projected future employment needs.

An excellent reference, from which many of these ideas were extracted, is "How to Create Your Career", The National Vocational Guidance Association".

Fig. 1. The Career Conscious Individual.

This figure was adapted from a Career Development Model being developed for the State of Wisconsin by the Wisconsin State Department of Public Instruction, under the direction of Harry Drier, Supervisor, Guidance and Counseling Services Madison, Wisconsin.

Career Exploration Methods



Sequence of exploration experiences demonstrating increasing demand for student involvement. Initial experiences involve hearing and observing only; later comes interaction and finally simulated or real job experiences.

F. Resources

1. U.S. Government Publications

   a. Dictionary of Occupational Titles, Vol. I, U.S. Government Printing Office, Washington, D.C.
   b. Dictionary of Occupational Titles, Bol. II, U.S. Government Printing Office, Washington, D.C.
   c. Occupational Outlook Handbook, U.S. Government Printing Office, Washington, D.C.

2. Reference Books and Guides

   a. Encyclopedia of Careers and Vocational Guidance, J.G. Ferguson Publishing Co., Chicago, Ill.
   b. The World Book Encyclopedia, Field Enterprise Educational Corp., Chicago, Illinois
   c. Career Exploration Program Curriculum Guide, Vocational Education Division, Ohio Department of education, Columbus, Ohio
   d. Career Education Resource Guide, General Learning Corp., Morristown, N. J.
   e. Deciding: A Leader's Guide, College Entrance Examination Board, New York, N. Y.
   f. Career Planning Program, The American College Testing Program, Iowa City, Iowa

3. Periodicals and Pamphlets

   a. Junior Scholastic Magazine, Nov. 1965, Englewood Cliffs, N. J.
   b. "How to Create Your Career", National Vocational Guidance Assn., Washington, D.C.
   c. "A Career Planning Guide," World Book Encyclopedia, Field Enterprises Educational Corp., Chicago, Illinois
   d. The Cincinnati Enquirer
   e. The Cincinnati Post and Times-Star
   f. Career World, Curriculum Innovations, Inc., Highwood, Illinois

4. Career Kits and Occupational Briefs

   a. Largo Careers Desk Top Kit, Careers; Largo, Florida
   b. Occupational Briefs, Chronicle Guidance Publications, Moravia, N.Y.
   c. S.R.A. Career Information Series, Ohio State Employment Service, Columbus, Ohio
   d. Employment Information Series, Ohio State Employment Service, Columbus, Ohio

5. Audio-Visual Aids

   a. Singer Society for Visual Education, Inc., Chicago, Ill.
   b. Sandler Institutional Films, Inc., Hollywood, Calif.
   c. A-V Media Handbook, Visual Aid Exchange, Cincinnati Public Schools
   d. Modern Talking Picture Service, Inc., Cincinnati, Ohio

6. Simulation Games

The Guide to Stimulation Games for Education and Training, Western Publishing Co., 850 Third Ave., New York, N.Y.

7. Field Trip Locations - Institutions

a. Aiken High School Vocational Education Dept.
b. Colerain Vocational High School
c. Courter Technical School
d. Cincinnati Technical College
e. University of Cincinnati

8. Resource People

a. Mr. Ronald Reid, Vocational Counselor, Cincinnati Vocational Planning Center, O.S.E.S.
b. Vocational Counselor or Career Counselor, local secondary school.
c. School librarian

9. Ohio Work Values Inventory, Bradford J. Fenner and Loyde W. Hales, 1973, Ohio University, Athens, Ohio